

Research on the Realistic Observation and Model Transcendence of Experiential Teaching in College Public English

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Abstract: This paper aims to explore the practical observation and model transcendence of experiential teaching in the field of public English in universities. By analyzing the concept of experiential teaching and its application in college English teaching, this paper elucidates the important significance of this teaching model in stimulating students' learning interest, improving participation, promoting language skill development, and cultivating cross-cultural communication skills. At the same time, combined with the new trend of information technology and interdisciplinary cooperation, a new teaching model combining experiential teaching with information technology and interdisciplinary cooperation has been proposed. This paper emphasizes that educators should have a correct understanding of the value of experiential teaching and actively introduce innovative models to improve teaching effectiveness and student experience.

Keywords: college public English, experiential teaching, information technology, interdisciplinary cooperation

1. Introduction

With the acceleration of globalization and the rapid development of information technology, the status of English as an international language is increasingly prominent. For college students, mastering good English proficiency has become an important component of their comprehensive quality and competitiveness. In this context, public English education in universities has received widespread attention as an important way to cultivate students' English abilities [1]. However, the traditional public English teaching model often faces many challenges, such as a single teaching content, low learning interest, and difficulty in ensuring teaching effectiveness. It is urgent to seek innovation and breakthroughs. Experiential teaching, as a proactive teaching method, emphasizes that students acquire knowledge and skills through practice, and feel the charm of knowledge through personal experience and participation, which has attracted great attention in the field of education. This paper aims to address the practical issues in public English teaching in universities, and to explore in depth the concept and practice of experiential teaching, as well as how to go beyond traditional models and provide innovative ideas and methods for public English teaching in universities.

This study first starts with a literature review, sorting out the current situation of public English teaching in universities and the relevant theories of experiential teaching. Then, by observing practical problems, it analyzes the problems and limitations of traditional teaching models in public English teaching in universities, as well as the value and significance of experiential teaching. Next, this paper will conduct an in-depth analysis of the mode of experiential teaching, and explore how to achieve the transcendence and innovation of the mode. Finally, combined with practical case sharing and summary, it will look forward to the future development direction of experiential teaching in university public English teaching.

Through the study of the practical observation and model transcendence of experiential teaching in university public English, this paper aims to provide theoretical support and practical guidance for improving the quality of university public English teaching, enhancing students' English proficiency, and promoting educational reform and innovation.

2. Literature review

2.1 Current situation of public English teaching in universities

Public English teaching in universities has always been an important component of higher education in China. With the increasing emphasis on English education by the country and the growing demand from society, public English teaching in universities is also facing new challenges and opportunities. At present, public English teaching in universities generally faces problems such as single teaching content, traditional teaching methods, and insufficient learning motivation. Classroom teaching often focuses on imparting language knowledge, lacking a language application environment related to practical scenarios, which leads to low interest in learning and difficulty in effectively improving English practical application ability. Therefore, how to improve the teaching mode of public English in universities, stimulate students' interest in learning, and improve teaching effectiveness has become an urgent problem in the current education field.

2.2 Experiential teaching philosophy and practice

Experiential teaching emphasizes that students acquire knowledge and skills through practice, and feel the charm of knowledge through personal experience and participation, thereby improving their learning motivation and self-learning ability. Experiential teaching emphasizes the subjectivity and participation of students, focuses on cultivating their practical abilities and innovative spirit, and is conducive to stimulating their learning interest and potential. In foreign countries, experiential teaching has been widely applied and has become an important component of teaching reform in many schools. More and more schools in China are also beginning to try experiential teaching models, and have achieved certain results. The practice of experiential teaching has shown that it can improve students' comprehensive abilities, cultivate their practical skills, and promote their comprehensive development.

2.3 Domestic and international research progress

There is an increasing amount of research on experiential teaching both domestically and internationally. Scholars have conducted in-depth discussions and research on experiential teaching from different perspectives and fields [2]. Research abroad mainly focuses on the impact of experiential teaching on student learning motivation, learning outcomes, and personality development, as well as the application and practice of experiential teaching in different disciplinary fields [3]. However, domestic research focuses more on the practice and application of experiential teaching in the context of Chinese education, as well as how to innovate and develop experiential teaching models based on the characteristics of Chinese students.

Through literature review, it can be seen that the current situation of public English teaching in universities requires more attention to the cultivation of students' learning interests and practical application abilities. As an innovative teaching model, experiential teaching provides a feasible way to address this challenge. Therefore, this paper aims to deeply analyze the application of experiential teaching in college public English teaching, explore its transcendence and innovation in teaching models, and provide useful reference and inspiration for the reform of college public English teaching.

3. Realistic observation of experiential teaching

3.1 Analysis of real-world problems

3.1.1 Problems in public English teaching in universities

In the current public English teaching in universities, there are many problems that affect the teaching effectiveness and student learning outcomes. Firstly, classroom teaching content often places too much emphasis on imparting language knowledge, while neglecting the cultivation of practical language application abilities. This leads to insufficient application ability of students in practical communication, making it difficult to achieve fluent expression and effective communication. Secondly, traditional teaching methods are commonly used in public English teaching in universities, with teachers as the center and students passively receiving knowledge, lacking enthusiasm and participation. Under this teaching mode, students have low learning motivation and it is difficult to improve their learning outcomes. At the same time, the teaching methods are single, lack specificity

and flexibility, and cannot meet the personalized learning needs of students, resulting in significant emotional fluctuations and insufficient interest in learning. Due to the singularity of teaching content and methods, students often develop a sense of boredom towards English learning, making it difficult to maintain sustained learning motivation.

3.1.2 Limitations of traditional teaching modes

The traditional model of public English teaching in universities has obvious limitations. Firstly, the traditional teaching model mainly relies on indoctrination, where students passively receive knowledge and lack practical operation and experience, making it difficult to truly master and apply the knowledge they have learned. This teaching model is difficult to stimulate students' interest and potential in learning, which affects their learning effectiveness. Secondly, traditional teaching models often overlook the individual differences and learning needs of students, and teaching content and methods lack flexibility and specificity, making it difficult to meet the learning characteristics and needs of different students. Meanwhile, the dominant position of teachers in traditional teaching models is too prominent, and students lack opportunities for independent learning and innovative thinking, making it difficult to cultivate their comprehensive abilities and creativity.

3.2 The value and significance of experiential teaching

In the reform of public English teaching in universities, experiential teaching, as an emerging teaching model, has important value and significance. Through experiential teaching, not only can it stimulate students' interest and initiative in learning, improve learning outcomes, but it can also promote the development of their comprehensive language abilities.

3.2.1 Concept and characteristics of experiential teaching

Experiential teaching is a teaching method that takes students as the main body, actively explores, discovers, and constructs knowledge through personal experience and participation. Its core feature lies in emphasizing the participation and practicality of students, advocating for students to acquire knowledge through practical operation and perception, and emphasizing the cultivation of their exploratory spirit and innovative ability. Compared with traditional teaching methods, experiential teaching places more emphasis on the development of students' personality and the improvement of their overall quality, emphasizing their experience and reflection in practice, thereby achieving true integration of knowledge and action.

3.2.2 The promoting effect of experiential teaching on language learning

Experiential teaching plays an important role in promoting public English teaching in universities. Firstly, through experiential teaching, students can be exposed to and use English in real-life scenarios, enhancing their practical language skills. For example, by simulating situational dialogues, role-playing and other activities, students can use English more naturally for communication, improving their language expression and communication skills. Secondly, experiential teaching can stimulate students' interest and initiative in learning, enhance learning motivation, and improve learning outcomes. Through a variety of experiential activities, such as truthful investigations and cultural experiences, students can gain a deeper understanding of the culture and life of English speaking countries, thereby enhancing their interest and enthusiasm for learning English. In addition, experiential teaching can also cultivate students' comprehensive language abilities and improve their language skills in listening, speaking, reading, and writing. Through various forms of experiential activities, students can not only improve their language proficiency, but also enhance their language comprehension and application abilities, achieving comprehensive development of language abilities.

3.3 Case analysis of realistic observations

In the field of public English teaching in universities, through case analysis, effectiveness evaluation and feedback of experiential teaching, we can better understand the practical application of this teaching model and its impact on student learning, thereby providing useful references for further promotion and optimization of teaching.

3.3.1 Case analysis of experiential teaching of public English in universities

Taking the public English course of LuXun Academy of Fine Arts as an example, an experiential teaching model is introduced for teaching. In the classroom, the teacher designed a series of experiential activities, such as role-playing, field visits, cultural experiences, etc., allowing students to

experience the English language and culture through personal participation. For example, in a classroom project, students are asked to go to a local museum in groups, visit in English, and write an English introduction about the exhibits. Through this activity, students not only exercise their English listening, speaking, reading, and writing abilities, but also enhance their understanding and interest in local culture. In another project, students improved their language expression and communication skills by simulating business negotiations in English speaking countries through role-playing.

Through the analysis of these cases, it can be found that experiential teaching has significant advantages in the application of public English teaching in universities. By participating in practical activities, students can not only better understand and apply English, but also enhance their understanding and interest in English culture, improve their learning motivation and effectiveness.

3.3.2 Effect evaluation and feedback

In the implementation process of experiential teaching, effect evaluation and feedback are crucial links. By regularly evaluating and providing feedback on student learning outcomes, problems can be identified in a timely manner, teaching plans can be optimized, and teaching effectiveness can be improved. In the above case of experiential teaching of public English in universities, teachers can evaluate the learning effectiveness of students through their homework performance, classroom performance, and group discussions. At the same time, students can also be invited to provide feedback to understand their views and suggestions on experiential teaching, in order to further improve teaching design.

Through effectiveness evaluation and feedback, teachers can better understand students' learning needs and feedback, adjust teaching strategies in a timely manner, and improve teaching quality. At the same time, students can also better participate in teaching activities through feedback, enhancing their autonomy and sense of participation in learning.

In summary, through the analysis, evaluation, and feedback of experiential teaching cases in university public English, we can better understand the practical application effects of experiential teaching, and provide important reference basis for teaching reform and improving teaching quality. Only by constantly summarizing experience and improving practice can we better promote the development of public English teaching in universities and improve students' language proficiency.

4. Analysis and transcendence of experiential teaching modes

4.1 Analysis of experiential teaching modes

Experiential teaching, as an important teaching model, has received increasing attention from educators and researchers due to its emphasis on students' actual participation and personal experience. In the teaching of public English in universities, the experiential teaching model can not only enhance students' language abilities, but also enhance their understanding and interest in English culture. In this section, we will provide an in-depth analysis of experiential teaching models, including introductions to different types of experiential teaching models, as well as their characteristics and application scenarios.

4.1.1 Introduction to different types of experiential teaching modes

The experiential teaching mode can be divided into various types, including role-playing, on-site investigation, situational simulation, gamified teaching, etc. Firstly, role-playing is a common experiential teaching model that involves students playing different roles and simulating real-life scenarios to enhance their language expression and communication skills. Secondly, on-site investigation refers to allowing students to personally observe and practice on site, such as visiting museums, interviewing foreigners, etc., in order to enhance their understanding of English culture and language. In addition, situational simulation is designed in the classroom to enable students to engage in practical communication and response, in order to improve their language proficiency. Finally, gamified teaching involves introducing game elements to stimulate students' interest and motivation in learning, and promote their language learning.

4.1.2 Characteristics and application scenarios of the pattern

Different types of experiential teaching modes have their own characteristics and are suitable for different teaching scenarios. The role-playing mode emphasizes the emotional engagement and expression ability of students, which is suitable for improving their oral expression and confidence;

The on-site investigation mode can help students apply language to practical life, enhance their perception of culture and language; The situational simulation mode focuses on improving students' language application ability, enabling them to communicate fluently in specific contexts; Gamified teaching, on the other hand, stimulates students' interest and enthusiasm in learning and improves their learning outcomes through the integration of education and entertainment.

These experiential teaching models can be flexibly applied to various aspects of university public English teaching, such as classroom teaching, practical activities, group discussions, etc., thereby enriching teaching methods and improving teaching effectiveness. At the same time, teachers can also choose appropriate experiential teaching modes based on the actual situation of students and different teaching contents, in order to achieve better teaching effects.

By introducing and analyzing the characteristics of different types of experiential teaching modes, we can better understand the advantages and applicable scenarios of these modes, and provide useful guidance and inspiration for teachers to flexibly apply experiential teaching in actual teaching. At the same time, it also helps to explore teaching ideas and promote the further application and development of experiential teaching models in public English teaching in universities.

4.2 Mode transcendence and innovation

On the basis of traditional teaching models, the transcendence and innovation of experiential teaching models have become a hot topic in the current education field. The experiential teaching model combined with information technology and the new teaching model of interdisciplinary cooperation have become important directions for educational reform, and these innovative models have brought new possibilities and opportunities to teaching.

4.2.1 Experiential teaching mode combining information technology

With the rapid development of information technology, the education sector has begun to actively explore how to integrate information technology into experiential teaching to improve teaching effectiveness and learning experience. The application of technology tools such as virtual reality, augmented reality, and online collaboration platforms has brought new possibilities for experiential teaching. Through virtual reality technology, students can immerse themselves in various cultural scenes, enhancing their experience of language and culture; Augmented reality technology can combine actual situations with virtual elements to create a richer learning experience for students. In addition, the use of online collaboration platforms can also enable students to collaborate remotely, jointly complete language projects or cultural explorations, expanding the space and scope of teaching. Therefore, the experiential teaching model combined with information technology can not only enrich teaching content, but also enhance student participation and learning effectiveness.

4.2.2 New teaching models of interdisciplinary cooperation

In addition to the application of information technology, interdisciplinary cooperation has also become a direction for innovation in teaching models. Interdisciplinary cooperation combines knowledge and skills from different disciplines, breaking the boundaries between traditional disciplines and providing students with a more comprehensive and comprehensive learning experience. In the teaching of public English in universities, interdisciplinary cooperation can be carried out with disciplines such as art, history, and geography, and interdisciplinary projects and activities can be designed to enable students to understand knowledge in other fields while learning the language, and cultivate comprehensive literacy. For example, organizing students to perform English dramas, combining historical stories or literary works, not only exercises students' language expression ability, but also expands their historical and cultural perspectives. The new teaching model of interdisciplinary cooperation provides students with a wider learning space and richer learning experience, which helps to stimulate their interest in learning and cultivate interdisciplinary thinking abilities.

The introduction of experiential teaching models combining information technology and interdisciplinary cooperation has brought more possibilities and vitality to public English teaching in universities. Educators can flexibly apply these innovative models based on teaching content and student needs, promote diversified and personalized development of teaching, and provide students with richer learning experiences and growth space for their growth and development.

5. Conclusion

In short, the reality of experiential teaching in public English in universities tells us that education should keep up with the times and actively respond to the challenges and changes in teaching models. The innovative model combining information technology and interdisciplinary cooperation has brought new vitality and development direction to public English teaching in universities. Educators should actively explore and flexibly apply these models, continuously improve teaching quality, cultivate students' comprehensive abilities, and inject more vitality and momentum into the education industry. Through continuous exploration and practice, we believe that experiential teaching of public English in universities will usher in a better future.

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